DOCUMENT RESUME

ED 396 373 EA 027 594

AUTHOR Henderson, James E.; Brookhart, Susan M.

TITLE Leader Authenticity: Key to Organizational Climate, Health, and Perceived Leader Effectiveness.

PUB DATE Apr 96

NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Elementary Education; Higher Education; Interprofessional Relationship; Leadership; Leadership Qualities; *Leadership Styles; *Organizational Climate; *Organizational Development; *Organizational Effectiveness; *Teacher Administrator Relationship; Teacher Attitudes

ABSTRACT

This paper describes the development of a revised Organizational Leader Authenticity Scale (OLAS) for use in determining the authenticity of both educational leaders and noneducational leaders. "Authenticity" refers to the degree to which the leader's action matches his or her words. A Staff Authenticity Scale was also developed and tested. The instruments were administered to a sample of 63 leaders from a variety of educational settings who were participants or mentors in a doctoral program at Duquesne University, and to the 835 staff members under their supervision. The instruments investigated the relationships of leader authenticity and staff authenticity with each of the following variables: organizational climate, organizational health, leader effectiveness, the leadership "themes" of The Gallup Organization's Principal Perceiver interview, and personal epistemology. Leader and staff authenticity were related as predicted to organizational health, organizational climate, and leader effectiveness. A causal model predicting organizational health and organizational climate from leader authenticity and staff authenticity was constructed. The appendix contains a copy of the survey instrument, three tables, and one figure. (Contains 25 references.) (Author/LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 373

LEADER AUTHENTICITY: KEY TO ORGANIZATIONAL CLIMATE, HEALTH AND PERCEIVED LEADER EFFECTIVENESS

James E. Henderson and Susan M. Brookhart
Duquesne University
School of Education
Pittsburgh, PA 15282-0502
(412) 396-5577 FAX: (412) 396-6017
E-mail: henderson@duq3.cc.duq.edu
BROOKHART@duq3.cc.duq.edu

Presented at the Annual Meeting of the American Educational Research Association
New York, NY
April 11, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Henderson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

EA 027 594

Abstract

A revised Leader Authenticity Scale was designed for use in determining the authenticity of both educational leaders and non-educational leaders. The initial Leader Authenticity Scale had focused on ascertaining a school principal's authenticity as perceived by the school's faculty and staff. A Staff Authenticity Scale, derived from a Teacher Authenticity Scale and designed for use in educational and non-educational organizations, was also developed and tested. Utilizing a sample of 63 leaders in a variety of educational institutions, and the 835 staff members whom they directly supervised, this study investigated the relationships of leader authenticity and staff authenticity with each of the variables of (a) organizational climate, (b) organizational health, (c) leader effectiveness, (d) the leadership "themes" of The Gallup Organization's Principal Perceiver structured interview, and (e) personal epistemology. Leader and staff authenticity were related as predicted to organizational health, organizational climate, and leader effectiveness. A causal model predicting organizational health and organizational climate from leader authenticity and staff authenticity was constructed.

Leader Authenticity: Key to Organizational Climate, Health and Perceived Leader Effectiveness

INTRODUCTION

In early studies of school organizational climate, Halpin (1966; Halpin & Croft, 1963) identified the slippery concept of leader authenticity as a key element regarding the extent to which a school climate was open or closed. Halpin (1966) discussed the authenticity concept as a serendipitous by-product of his organizational climate studies. He believed authenticity was a "fuzzy" concept defying operational measure. Halpin did, however, chart out the obstacles to be overcome in developing a valid operational measure of authenticity. He also argued that two subtests of the Organizational Climate Descriptive Questionnaire (OCDQ) were rough measures of two aspects of authenticity: *thrust* measuring leader authenticity, and *esprit* providing an index of follower or group authenticity. However, Halpin did not attempt to develop a direct measure of authenticity.

In his review of authenticity-related literature, Henderson (1982) discussed a conceptual overview of authenticity from social scientists (Argyris, 1957; Brumbaugh, 1971; Etzioni, 1968; Goffman, 1963) and philosophers (Tiryakian, 1968), considering intrinsic notions of authenticity and self (Brumbaugh, 1971; Seeman, 1953, 1960, 1966) and authentic interactions in dyad and group settings (Horney, 1950; Jourard, 1959). Henderson (1982) defined leader authenticity as the extent to which organizational constituents viewed their leader as matching the leader's words with the leader's actions in three areas. The authentic leader exhibited a salience of self over role (i.e., that a real person occupied the principal's role, instead of a two-dimensional person who relied on the narrow prescriptions of role to justify personal action). The authentic leader was also viewed as not manipulating followers (e.g., that constituents in the organization

were treated with respect, rather than as objects). Finally, the authentic leader demonstrated a willingness to accept corporate and personal responsibility for the leader's own actions and all the activities of the organization (not unlike the assertion found inscribed upon Harry Truman's famous desk sign, "The Buck Stops Here"). Conversely, leader inauthenticity was defined as the extent to which the leader was observed by followers to engage in "passing the buck" and blaming others and circumstances for errors, manipulating followers, and demonstrating a salience of role over self.

Henderson (1982) piloted a preliminary Leader Authenticity Scale (LAS) for school principals, revising the instrument on the basis of factor analysis and recommendations from a content validity expert review panel. The revised 32-item instrument was then tested by hypothesizing relationships among the LAS measure of teachers' perceptions of the extent to which they perceived their principal to be authentic (based upon the three aspects identified in the leader authenticity definition: salience of self over role, perceived non-manipulation of subordinates, and willingness to accept responsibility for one's own actions, outcomes and mistakes and the actions of other members of the organization), with the teachers' perceptions of school climate and the principals' attitudes and beliefs regarding status concern and personality rigidity. The hypotheses were supported in the initial study of 42 New Jersey elementary schools (Henderson, 1982).

SUBSEQUENT LEADER AUTHENTICITY STUDIES

The concept of leader authenticity and the Leader Authenticity Scale proved to be of substantial value, and subsequent findings advanced the theoretical argument for authenticity. For example, Blumberg and Greenfield (1986) and Hoy and Kupersmith (1984) demonstrated a link between leader authenticity and trust among staff in elementary schools. Hoy and

Kupersmith (1984) found that leader authenticity was significantly correlated with all three aspects of organizational trust: trust in principal, trust in colleagues, and trust in organization. Hoy and Henderson (1983) demonstrated that leader authenticity of elementary school principals was significantly related to openness in organizational climate and to humanism in pupil-control orientation of the school. Ding (1991) examined the relationship between principals' authenticity and teacher job satisfaction and found a significant positive relationship between principals' authenticity and teacher job satisfaction.

Meyer (1989) examined the relationship between the concepts of perceived leader authenticity and the perceived instructional leadership behaviors of middle-level principals. Meyer identified several findings of note: (a) a good instructional manager is an accountable, highly visible supervisor of instruction who provides performance incentives to both teachers and learners without manipulation; (b) teachers have different perceptions about authenticity and instructional management than supervisors and principals; (c) male teachers have some perceptions different than female teachers; (d) older teachers with more years of working with the current principal perceived the principal to be more manipulative than other groups did; and (e) teachers in higher enrollment schools have higher perceptions of the frequency or quality of some principal behaviors than teachers from smaller enrollment schools.

Lasserre (1989) examined the relationship between teachers' perceptions of the context variables of teacher interactions, principal-teacher relations, and leader authenticity and the personal variables of teacher self-efficacy and teacher self-confidence. Lasserre found a strong relationship between the context measure for organizational climate and the personal variable of self-efficacy. Teacher interaction was significantly related to personal teaching efficacy and principal-teacher relations was significantly related to teaching efficacy. Relationships of faculty

perceptions of personal efficacy, teaching efficacy, and total efficacy with leader authenticity were found to be statistically significant.

Benjamin (1987) studied the relationships among teacher perceptions of clinical supervisory practices, principal authenticity, and supervisory outcomes. The importance of perceived principal authenticity in predicting a successful clinical supervisory experience was identified. Benjamin also concluded that, in assessing the potential for implementation of clinical supervision, the readiness and authenticity of the teacher, as well as the individuality of the principal-teacher relationship were important factors.

Hoffman (1993) tested a short form of the Leader Authenticity Scale with sixteen items, and found that the short version of LAS had an alpha coefficient of reliability of .92. Because there was no similar measure of teacher authenticity, Hoffman developed and tested a new scale similar to the LAS, the Teacher Authenticity Scale (TAS). Teacher authenticity was defined as the degree to which other teachers were viewed as accepting responsibility for their actions, as being non-manipulating, and demonstrating a salience of self over role. Items from the shortened version of the LAS were adapted to measure authentic interactions between teachers. For example, "Teachers here manipulate other teachers" and "Teachers are very defensive about any criticism" were developed from "The principal is very defensive about any criticism." The sixteen new items referring to teacher behavior comprised the TAS. The alpha coefficient of reliability for the TAS was .88. Hoffman also performed a factor analysis to determine the construct validity of both measures. The two measures of authenticity emerged as predicted -- a measure of leader authenticity and a measure of teacher authenticity.

Hoffman (1993) also found that openness in school climate was related, as predicted, to authenticity; in general, the more open the climate of middle schools, the more authentic both

teacher and principal. Authenticity of teacher relations was best explained by collegial teacher-teacher relations, while principal authenticity was best explained by supportive principal-teacher relations. Principal authenticity and principal trust were related in Hoffman's study, and open, authentic behavior appeared to be a key factor in generating faculty trust in the principal. Further, principal authenticity and teacher authenticity were also related. Authentic behavior between the principal and teachers generated authentic interactions among teachers, or authentic interactions among teachers promoted authentic principal-teacher interaction. Hoffman speculated that the two levels of authenticity were most likely mutually dependent.

PRESENT STUDY AREAS OF FOCUS

The current study attempted to test the expanded usefulness of the leader authenticity concept and an adaptation of the teacher authenticity concept. The development of the leader authenticity concept and instrument had been based on concepts from philosophy, social psychology, management science, and counseling and psychiatry. This leader authenticity construct clearly was based upon concepts outside of educational leadership. It simply had not yet been tested in other organizational contexts.

The questions of whether the concept of leader authenticity in basic education has any relevance for other public and private institutions; of whether the concept of teacher authenticity in basic education have any relevance for other public and private institutions in the form of staff authenticity; and of whether operational measures of leader authenticity and staff authenticity can be developed to use in other organizational settings were to be addressed through the administration of a revised Leader Authenticity Scale -- the Organizational Leader Authenticity Scale (OLAS) -- and a newly-developed Staff Authenticity Scale to a sample of leaders representing K-12 public and private education, higher education, and other public sector

organizations. The new instruments' reliability would be scrutinized, and the construct validity would be checked through the results of the hypothesis testing.

Several hypotheses were developed to test the relationships of perceived leader authenticity and staff authenticity with other theoretically relevant variables to establish the validity of the OLAS. Of particular interest related to the present study, Halpin's (1966) assertion that two subtests of the Organizational Climate Descriptive Questionnaire (OCDQ) were rough measures of two aspects of authenticity (*thrust* measuring leader authenticity, and *esprit* providing an index of follower or group authenticity) was strongly confirmed for the original LAS (Henderson, 1982). Because of these findings and the authentic leader's focus on non-manipulation of others in the organization, it was hypothesized that:

1. Organizational Climate Description Questionnaire subscales for Supportive Behavior, Collegial Behavior, and Intimate Behavior will be positively correlated with leader authenticity as measured by the OLAS. Organizational Climate subscales for Directive Behavior, Restrictive Behavior, and Disengaged Behavior will be negatively correlated with leader authenticity. Organizational Health Inventory subscales for Institutional Integrity, Consideration, Principal Influence, and Morale will be positively correlated with leader authenticity.

Leader authenticity had been demonstrated to be significantly related to a number of organizational variables ranging from school climate to teacher efficacy and confidence to trust and to other variables as enumerated earlier. Although suggested by these findings but never tested, this study also addressed the issue of leader effectiveness. To that end, it was hypothesized that:

2. Leader authenticity will be positively correlated with perceived leader effectiveness.

METHOD

INSTRUMENTATION

The current study pilot tested a revised version of the LAS (Henderson, 1982) called the Organizational Leader Authenticity Scale (OLAS), which was modified for leaders in all organizational contexts, not just those in basic education. The OLAS (see Appendix, items 1-16) was modified by substituting the name "supervisor" for the designation "principal." Similarly, a Staff Authenticity Scale (SAS) was developed in much the same way that Hoffman (1993) developed the Teacher Authenticity Scale (TAS). The TAS was changed to the SAS (see Appendix, items 17-32) by substituting "staff member" for "teacher." After an expert review panel assisted in the aforementioned rewording of the revised scales, they were used to test hypotheses about relations of the OLAS and the SAS with other attitude, belief, and perception measures.

1. The Organizational Climate Description Questionnaire (OCDQ-RE) for Elementary Schools (Hoy, Tarter & Kottkamp, 1991) was utilized as the measure of organizational climate. The OCDQ-RE was a refinement of the original OCDQ. Positive relationships were expected between leader authenticity and subscales for Supportive Behavior, Collegial Behavior, and Intimate Behavior; and negative relationships were expected between leader authenticity and the organizational climate subscales for Directive Behavior, Restrictive Behavior, and Disengaged Behavior. The Organizational Health Inventory for Elementary Schools (OHI-E) (Hoy, Tarter & Kottkamp, 1991) was employed as the measure of organizational health. Healthy schools were characterized by positive faculty morale and academic emphasis, interpersonal and resource support from the principal, and an ability of the school to cope with disruptive external forces and focus on the educational mission of the school. Positive relationships were expected

between the OLAS and the OHI subscales for Institutional Integrity, Consideration, Principal Influence, and Morale.

2. The Leader Effectiveness Scale (Moss, Lambrecht, Finch, & Jensrud, 1993), designed for use in a variety of organizational environments, provided organizational constituents an opportunity to assess the degree to which they perceived their leader to be effective. A positive relationship was expected between Leader Authenticity and the Leader Effectiveness Scale.

3. The Attitudes About Reality Scale (Unger, Draper, & Pendergrass, 1983), measured personal epistemology ranging between social constructivism and logical positivism. A positive relationship was expected between followers' perceptions of leader authenticity and the leaders' own sense of social constructivism.

4. The Gallup Organization's (1993) *Principal Perceiver* 60-item, structured interview calling for open-ended responses on the part of the leader interviewed. The interview is coded to determine scores on twelve attitudinal aspects that discriminate between successful versus unsuccessful school leader-practitioners (Selection Research, Inc., 1989). Positive relationships were expected with the leadership themes *Developer, Individualized Perception, Relator, Team,* and *Command*. A trained interviewer, certified to use The Gallup Organization instrument, conducted the *Principal Perceiver* interviews.

DATA SOURCES

The sample included 63 leaders in basic education, higher education, or other public institutions who were participants or mentors in an Ed.D. Program at Duquesne University, and the 835 staff members whom they directly supervised. The organizational leaders responded to the Gallup Principal Perceiver structured interview, and the Attitudes About Reality Scale. The staff members responded to the OLAS, SAS, OCDQ-RE, OHI-E, and the Leader Effectiveness

Scale; values for their respective organizational leaders were calculated as the mean of their responses.

ANALYSES

Descriptive statistics for all items and scales were calculated. Negatively worded items were reverse-scored, so that in all cases higher scores indicated more of the construct named by the scale. Internal consistency (alpha) reliabilities were calculated for each scale.

Zero-order correlations checked hypothesized relationships of OLAS with the other variables. Structural equation modeling tested the relationships in Figure 1. Path coefficients and model fit statistics were calculated with the CALIS procedure in SAS.

RESULTS

Table 1 presents the zero order correlations of OLAS and SAS with the other variables of interest. As hypothesized, OLAS was positively related to leader effectiveness (r = .93). OLAS also correlated positively with all seven subscales of the OHI-E: Institutional Integrity (r = .43), Initiating Structure (r = .61), Consideration (r = .81), Principal Influence (r = .54), Resource Support (r = .45), Morale (r = .44), and Academic Emphasis (r = .40).

Insert Table 1 about here

Positive correlations supported hypotheses about relations between OLAS and these OCDQ-RE subscales: Supportive Behavior (r = .83), and Collegial Behavior (r = .51). OLAS demonstrated a weak relationship with the Intimate Behavior OCDQ-RE subscale in the expected direction (r = .18). Negative correlations supported hypotheses about relations between OLAS and these OCDQ-RE subscales: Restrictive Behavior (r = - .44), and Disengaged Behavior (r = - .57). OLAS demonstrated no relationship with the Directive Behavior subscale (r = .04) instead of the expected negative relationship.

Table 2 presents the results of the correlations among measures of leader authenticity, staff authenticity, organizational climate and organizational health. These correlations were the basis for the path analysis testing the hypothesized relationships among these constructs shown in Figure 1.

Insert Table 2 and Figure 1 about here

Figure 1 presents the structural equation modeling testing the predicted relationships among leader authenticity, staff authenticity, organizational health, and organizational climate. The model fit well without modification. Chi-square for the model was 2.62, df = 1, p = .11, indicating no significant difference between the observed correlation matrix and that predicted by the model. A non-significant chi-square is one indicator of good model fit. Other indicators signified good model fit, as well. Bentler's Comparative Fit Index was .98; Bentler and Bonnet's Normed Fit Index was .97; and Bentler and Bonnett's Non-normed Fit Index was .89. Path coefficients and R^2 values were substantial.

The model describes a causal structure in which leader authenticity affects staff authenticity. Both leader and staff authenticity impact organizational health and organizational climate. The good fit of the model specified supports this theoretical specification, which in turn supports the construct validity of the OLAS and SAS measures in that they behaved as predicted.

DISCUSSION

The zero-order correlations of OLAS with OHI and OCDQ-RE supported the construct validity of the revised measure of leader authenticity, as similar results have been found with earlier authenticity and organizational climate and health measures. The reliability of the OLAS was also acceptable. The relationship between leader authenticity and staff authenticity was also supported in much the same manner as Hoffman (1993) tested the relationship in school settings.

Of particular interest was the path analysis which suggests that leader authenticity is predictive of staff authenticity and that both concepts acting together are predictive of organizational health and organizational climate.

One of the shortcomings of earlier leader authenticity studies had been the inattention to the question relating the authenticity of the leader with the effectiveness of that leader. This study addressed that issue, at least to the extent of perceived effectiveness by the constituents of the organization. The relationship was so strong that some might initially question whether the two instruments were simply measuring the same construct. However, the Leader Effectiveness Index (Moss, 1993) measured leader behavior aspects related to inspiring a shared vision, fostering collaboration, exercising power effectively, exerting influence beyond the organization, establishing an atmosphere conducive to learning, and satisfying job-related needs of members. There seemed to be intuitive overlaps with the leader authenticity aspects of accountability, salience of self over role, and non-manipulation of constituents, but they were also clearly not the same construct arrays. Future studies may meaningfully address the relationship of leader and staff authenticity and institutional effectiveness.

The original LAS (Henderson, 1982) and subsequent iterations of the instrument were really *School* Leader Authenticity Scales. The use of the OLAS with a more heterogeneous sample than had previously been attempted with a leader authenticity measure opens the possibility of testing the OLAS in non-educational settings ranging from human services organizations and governmental agencies in the public sector to small and large businesses in the private sector. In larger, more complex organizations, such testing might be employed in units of the organization in which their is a clear and direct reporting and supervisory relationship between the leader and the constituents. The same possibility of expanded testing can be said for

the SAS, which also was derived from a school-based measure focusing on teachers' perceptions of the authenticity of their relationships in the TAS. This enhanced generalizability of both constructs and measures should provide leadership researchers in the public and private sectors with a useful research tool.

LIMITATIONS OF THE STUDY

Mitigating the positive findings was the disconfirmation of the hypotheses between the OLAS and the Gallup Principal Perceiver themes, where correlations were a mixture of low positive and negative values not significantly different from zero, and between the OLAS and personal epistemology. The absence of variability in the sample, with most of the subjects essentially scoring as moderate social constructivists, seemed to account for the absence significant correlation with OLAS. The personal epistemology scale showed very little variation (on a scale of 1 to 6 indicating a continuum from extreme logical positivism to extreme social constructivism, the range for this sample of educational leaders was 3.23 to 4.60, SD = .32).

Gallup's Principal Perceiver structured interview is a 60-item instrument, evocative of twelve leadership "themes." The methodology consists of the interviewer reading a predetermined statement and allowing the subject to respond. Gallup interviewers are trained to listen for expressions that typify the responses given by excellent educational leaders in the field who, in Gallup's pilot testing, offered similar responses. Minimum Gallup interrater reliability is set at .85. The Gallup Organization (1993) has published reliability results of .79 for an extensive study, but reliability statistics for individual themes are not reported. The alpha coefficient for the entire instrument in this study is rather low (.54), and extremely low for the twelve themes (see Table 1). The absence of significant relationship with the OLAS may be explained in terms of the *Perceiver* reliability given a relatively limited sample, the difference in

their staff members by getting to know them. Administrators who score high on the *Team* theme enjoy getting people to work together to achieve their goals. They have discovered that they have the capacity for getting people to be more productive by working together. Individuals who score high on the *Command* theme can be in charge and make things happen. They have the courage to ask for action. They are persuasive and, if necessary, they will get tough with people in order to do what must be done. There appeared to be a conceptual congruence among the aspects of leader authenticity and the Gallup leadership themes described above. Thus, it was hypothesized that:

4. Leader authenticity will be positively correlated with The Gallup Organization's leadership themes *Developer*, *Individualized Perception*, *Relator*, *Team*, and *Command*.

Hoffman's (1993) findings relating teacher authenticity and leader authenticity suggest that, if the teacher authenticity measure may be generalized for measuring staff authenticity in organizations beyond schools, a relationship should exist between the OLAS and SAS measures. Therefore, it was hypothesized that:

5. Leader authenticity will be positively correlated with staff authenticity.

6. Leader authenticity and staff authenticity will be causally related to organizational health and organizational climate according to the model illustrated in Figure 1. This path model was designed to investigate the construct validity of the OLAS and SAS. Support for the hypothesized relationships would be evidence for the construct validity of the Organizational Leader Authenticity and Staff Authenticity Scales.

These questions and hypotheses guided this investigation.

One of the aspects of the original Leader Authenticity Scale involved the notion of "salience of self over role," or that a real person occupied the authentic school leader's role, instead of a two-dimensional person who relied on outside forces and the narrow prescriptions of job role to define and justify personal action. This seemed to argue for the authentic school leader's embracing a worldview in which meaning is jointly constructed by the leader and followers, rather than being subjected to an objective reality existing external to the leader and followers. Therefore, it was hypothesized that:

3. Leader authenticity will be positively correlated with social constructivism.

The Leader Authenticity aspect of "non-manipulation" dealt with a respectful, ontological treatment of other organizational constituents. There was a clear sense of working with people, not through them. The aspect of "accountability" embraced the idea that the authentic leader accepted responsibility for the leader's own actions and mistakes, and the actions and mistakes of the organization. This aspect embodied the idea of the leader who was willing to stand for something and who was unafraid to advocate for the organization and its incumbent members. According to The Gallup Organization's research utilizing the *Principal Perceiver* structured interview, individuals who score high on the *Developer* theme take a satisfaction out of facilitating the growth of the staff members with whom they work. Developers can multiply their impact through the efforts of their staff. They know that the more their staff members grow, the more likely the students will grow. Administrators who score high on the *Individualized Perception* theme are attuned to the individual differences of their staff members. They can be comfortable in knowing that each staff member is unique and that each staff member needs something different from them. Educational leaders who score high on the *Relator* theme have care and concern for their staff members. They make it a point to be close to

method of the scales administration and interpretation, or -- most likely -- a combination of both reasons. In any case, these findings do represent concerns that should be addressed in subsequent studies.

CONCLUSIONS

The current study supports the concept of leader authenticity as central to leadership in a broader variety of institutional contexts than elementary schools and supports the use of the Organizational Leader Authenticity Scale to measure it. The relationship between perceived leader authenticity and leader effectiveness was also tested for the first time and that relationship was found to be very strong. Further, a Staff Authenticity instrument was constructed and tested and found to be predictive (when working with leader authenticity) of organizational climate and organizational health. Predicted relationships between OLAS and SAS and other variables were obtained in a sample of educational leaders in a variety of positions in basic education, higher education, and other public institutions. This study forms the base for further study of this expanded conception of leader authenticity and staff authenticity.

REFERENCES

Argyris, C. (1957). Personality and organization. New York: Harper and Brothers.

Benjamin, S. M. K. (1987). An investigation of the relationships among teacher perceptions of clinical supervisory practices, principal authenticity, and supervisory outcomes (Doctoral dissertation, Northeastern University, 1987). Dissertation Abstracts International, 48, 1361A.

Blumberg, A., & Greenfield, W. (1986). The effective principal: Perspectives on school leadership. Boston: Allyn and Bacon.

Brumbaugh, R. B. (1971). Authenticity and theories of administrative behavior. Administrative Science Quarterly, 16, 108-112.

Ding, W. (1993). Relationships among principals' leadership behavior, principals' authenticity, and teacher job satisfaction in selected junior high schools (Doctoral dissertation, University of Northern Colorado, 1992). Dissertation Abstracts International, 53, 2617A.

Etzioni, A. (1968). Basic human needs, alienation and inauthenticity. American Sociological Review, 33, 880-881.

The Gallup Organization. (1993). Principal perceiver. Lincoln, NE: Author.

Goffman, E. (1963). Stigma: Notes on the management of spoiled identity. Englewood Cliffs, NJ: Prentice Hall.

Halpin, A. W. (1966). Theory and research in administration. New York: Macmillan.

Halpin, A. W., & Croft, D. B. (1963). The organizational climate of schools. Chicago: Midwest Administration Center, University of Chicago.

Henderson, J. E., & Hoy W. K. (1982). Leader authenticity: The development and test of an operational measure. Educational and Psychological Research, 3, 63-75.

Hoffman, J. D. (1993). The organizational climate of middle schools and dimensions of authenticity and trust. Unpublished doctoral dissertation, Rutgers University, New Brunswick, NJ.

Horney, K. (1950). Neurosis and human growth: The struggle toward self-realization. New York: W. W. Norton and Company.

Hoy, W. K., & Henderson, J. E. (1983). Pupil authenticity, school climate, and pupil-control orientation. Alberta Journal of Educational Research, 29, 123-130.

Hoy, W. K., & Kupersmith, W. (1984). Principal authenticity and faculty trust: Key elements in organizational behavior. Planning and Changing, 15, 80-88.

Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). Open school, healthy school: Making schools work. Newberry Park, CA: Corwin Press.

Jourard, S. (1959). Healthy personality and self-disclosure. Mental Hygiene, 43, 499-507.

Lasserre, C. M. (1990). Relationships between selected school context variables and teacher self-efficacy and self-confidence (Doctoral dissertation, University of New Orleans, 1989). Dissertation Abstracts International, 51, 364A.

Meyer, T. M. (1991). Perceived leader authenticity as an effective indicator of perceived instructional leadership behavior in middle school principals (Doctoral dissertation, Andrews University, 1990). Dissertation Abstracts International, 53, 2617A.

Moss, J. Jr., Lambrecht, J. J., Finch, C. R., & Jensrud, Q. (1994, June). Leader Effectiveness Index manual. Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley.

Seeman, M. (1953). Role conflict and ambivalence in leadership. American Sociological Review, 18, 373-380.

Seeman, M. (1960). Sociological status and leadership. Columbus, OH: Ohio State University Press.

Seeman, M. (1966). Status and identity: The problem of authenticity. Pacific Sociological Review, 9, 67-73.

Selection Research, Inc. (1989, March). SRI principal perceiver. Lincoln, NE: Author.

Tiryakian, E. A. (1968). The existential self and the person. In C. Gordon & K. Gergen (Eds.), The self in social interaction. New York: Wiley.

Appendix

Organizational Leader Authenticity Scale (items 1-16) & Staff Authenticity Scale (Items 17-32)[c]

INSTRUCTIONS: What follows are some statements about organizational settings. We are interested in the extent to which you agree or disagree with the statements as they relate to your particular organization. Please read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number in front of each statement. The numbers and their meanings are indicated below:

1- Strongly Agree **2**- Moderately Agree **3**- Agree slightly more than disagree
4- Disagree slightly more than agree **5**- Moderately Disagree **6**- Strongly Disagree

First impressions are usually the best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number to the right of each statement. Please give your opinion on every statement. If you find that the numbers to be used in answering do not adequately indicate your own opinion, please use the one closest to the way you feel about your own organization.

1- Strongly Agree **2**- Moderately Agree **3**- Agree slightly more than disagree
4- Disagree slightly more than agree **5**- Moderately Disagree **6**- Strongly Disagree

1. My supervisor doesn't have much to do with staff members unless the staff member can help him/her in some way. 1 2 3 4 5 6
2. My supervisor is willing to admit to mistakes when they are made. 1 2 3 4 5 6
3. My supervisor finds it difficult to accept failure. 1 2 3 4 5 6
4. If my supervisor makes a mistake, a reason is made to cover-up for the error. 1 2 3 4 5 6
5. My supervisor is very defensive about any criticism. 1 2 3 4 5 6
6. My supervisor is honest in face-to-face interactions. 1 2 3 4 5 6
7. My supervisor likes to take credit for accomplishments but doesn't want to be blamed for any failures. 1 2 3 4 5 6
8. My supervisor runs the organization "by the book." 1 2 3 4 5 6
9. My supervisor's beliefs and actions are consistent. 1 2 3 4 5 6
10. If something is wrong in the organization, my supervisor is sure to blame someone else on the staff. 1 2 3 4 5 6

1- Strongly Agree **2**- Moderately Agree **3**- Agree slightly more than disagree
4- Disagree slightly more than agree **5**- Moderately Disagree **6**- Strongly Disagree

11. My supervisor manipulates staff members. 1 2 3 4 5 6

12. When dealing with a staff member, my supervisor behaves like a know-it-all. 1 2 3 4 5 6

13. My supervisor seems to talk at you and not with you. 1 2 3 4 5 6

14. Whenever authority is delegated to a staff member, my supervisor stands behind that person. 1 2 3 4 5 6

15. My supervisor accepts and learns from mistakes. 1 2 3 4 5 6

16. My supervisor accepts responsibility for the supervisor's own actions and for the progress of the organization. 1 2 3 4 5 6

17. Whenever authority is delegated to a staff member, other staff members stand behind that person. 1 2 3 4 5 6

18. Staff members in my organization operate "by the book." 1 2 3 4 5 6

19. Staff members' beliefs and actions are consistent. 1 2 3 4 5 6

20. Staff members here like to take credit for accomplishments but don't want to be blamed for any failures. 1 2 3 4 5 6

21. Staff members here accept and learn from mistakes. 1 2 3 4 5 6

22. Staff members in my organization are honest in face-to face interactions. 1 2 3 4 5 6

23. Staff members here are willing to admit to mistakes when they are made. 1 2 3 4 5 6

24. Staff members here accept responsibility for their own actions and for the progress of the organization. 1 2 3 4 5 6

25. Staff members are very defensive about any criticism. 1 2 3 4 5 6

26. Staff members don't have much to do with other staff members unless the other staff member can help them in some way. 1 2 3 4 5 6

27. Other staff members in my organization find it difficult to accept failure. 1 2 3 4 5 6

1- Strongly Agree **2**- Moderately Agree **3**- Agree slightly more than disagree
4- Disagree slightly more than agree **5**- Moderately Disagree **6**- Strongly Disagree

28. If a staff member in my organization makes a mistake, a reason is made to cover-up for the error. 1 2 3 4 5 6

29. If something is wrong in my organization, the staff members are sure to blame someone else on the staff. 1 2 3 4 5 6

30. Staff members here manipulate other staff members. 1 2 3 4 5 6

31. When dealing with a staff member, other staff members behave like know-it-alls. 1 2 3 4 5 6

32. Staff members here seem to talk at you and not with you. 1 2 3 4 5 6

Please return your completed questionnaire in the addressed envelope. Your responses will be held anonymous and will only be reported as aggregated data. Thank you for your assistance with this project.

Table 1

Means, Standard Deviations, and Correlations for Leader Authenticity, Staff Authenticity, and Organizational Climate, Health, Perceived Leader Effectiveness, Leader Epistemology, and Leader Perceiver Life Theme Measures

				CORRELATIONS	
VARIABLES	M	SD	α	OLAS	SAS
Leader Authenticity (OLAS)	4.86	.65	.95	----	.47*
Staff Authenticity (SAS)	4.26	.60	.95	.47*	----
Organizational Climate					
OCDQ-RE total	2.47	.17	.80	.47*	.42*
Supportive Behavior	2.99	.43	.95	.83*	.37*
Directive Behavior	2.09	.35	.84	.04	.20
Restrictive Behavior	2.22	.44	.81	-.44*	-.48*
Collegial Behavior	2.97	.32	.84	.51*	.86*
Intimate Behavior	2.25	.29	.77	.18	.43*
Disengaged Behavior	1.83	.37	.77	-.57*	-.80*
Organizational Health					
OHI (total)	2.96	.25	.95	.67*	.65*
Institutional Integrity	2.75	.46	.92	.43*	.47*
Initiating Structure	2.88	.23	.64	.61*	.25**
Consideration	3.12	.38	.92	.81*	.34*
Principal Influence	2.98	.37	.82	.54*	.29**

Notes. $N = 63$. * $p < .01$. ** $p < .05$.

Table 1 (continued)

VARIABLES	M	SD	α	CORRELATIONS OLAS	SAS
Resource Support	2.83	.32	.62	.45*	.44*
Morale	3.15	.30	.91	.44*	.78*
Academic Emphasis	2.97	.27	.79	.40*	.66*
Leader Effectiveness	4.58	.93	.99	.91*	.38*
Personal Epistemology	3.80	.32	.69	.01	.11
Leader Perceiver					
Leader Perceiver (total)	32.01	5.53	.54	-.01	-.03
Commitment	3.33	.99	.10	.19	.06
Concept	2.43	1.17	.23	.00	.09
Ego Drive	2.54	1.07	-.08	.13	.01
Achiever	3.13	1.21	.40	.03	-.12
Developer	2.54	1.04	.09	.04	.15
Individualized Perception	2.21	1.08	.14	-.16	-.10
Relator	2.24	1.24	.37	-.01	.08
Stimulator	2.58	1.14	.10	.21	-.07
Team	2.53	.98	.15	-.29**	-.16
Arranger	2.98	1.29	.37	.04	-.01
Command	3.00	1.04	-.01	-.18	.04
Discipline	2.54	1.25	.29	-.08	-.10

Notes. $N = 63$. * $p < .01$. ** $p < .05$.

Table 2

Correlations Among Measures of Leader Authenticity, Staff Authenticity, Organizational Climate, and Organizational Health

VARIABLES	OHI	OCDQ-RE	SAS	OLAS
Organizational Health (OHI)	1.00	----	----	----
Organizational Climate (OCDQ-RE)	.51	1.00	----	----
Staff Authenticity (SAS)	.65	.42	1.00	----
Leader Authenticity (OLAS)	.67	.47	.47	1.00

Note. All correlations are significant at the .01 level.

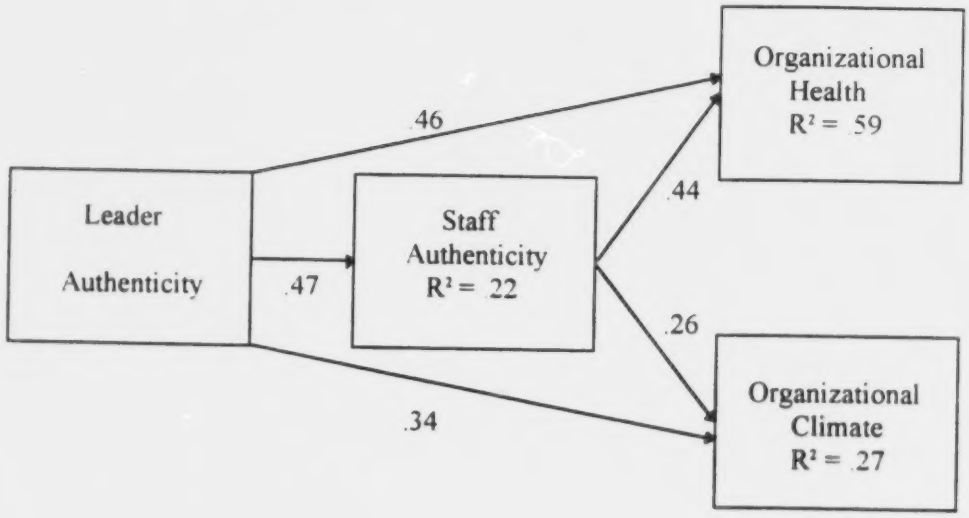

Figure 1 A model of the effects of leader and staff authenticity on organizational health and organizational climate

Notes. All relationships are significant at the .01 level. N = 63.